



Technical Report

Parent Wave 1

Alabama Parenting Questionnaire	
Source/Developer	Shelton, K. K., Frick, P. J., & Wootton, J. (1996). "Assessment of parenting practices in families of elementary school-age children", <i>Journal of Clinical Child Psychology</i> , 25(3), 317-329.
Description	A comprehensive assessment of different aspects of parenting practices which are related to disruptive problem behaviour in elementary school children: parental involvement, positive parenting, monitoring, the use of inconsistent discipline techniques and corporal punishment. The purpose of this scale is to differentiate families with children who display disruptive problem behaviour from families with less problematic children.
Measured Concepts/ Subdimensions	Six subscales: <ol style="list-style-type: none"> 1. <i>Involvement</i> 2. <i>Positive parenting</i> 3. <i>Poor monitoring</i> 4. <i>Inconsistent discipline</i> 5. <i>Corporal punishment</i> 6. <i>"Other discipline"</i>
Number of Items	40
Response Categories	5-point Likert scale (from "never" to "always")
Item Examples	<ul style="list-style-type: none"> • "You play games or do other fun things with CHILD." (Involvement) • "You compliment CHILD when he/she does something well." (Positive parenting) • "CHILD is out with friends you don't know." (Poor monitoring) • "You threaten to punish CHILD and then do not actually punish him/her." (Inconsistent discipline) • "You spank CHILD with your hand when she/he has done something wrong." (Corporal punishment) • "You use time out, that is make him/her sit or stand in a corner, as a punishment." (Other discipline)
Administration History	Wave 1, Wave 2, Wave 3, Wave 4

Alabama Parenting Questionnaire – Subscale “Involvement”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V4210_1	Involvement 1	You have a friendly talk with <CHILDNAME>	6 (0.5%)
V4210_2	Involvement 2	You volunteer to help with special activities that <CHILDNAME> is involved in	52 (4.2%)
V4210_3	Involvement 3	You play games or do other fun things with <CHILDNAME>	6 (0.5%)
V4210_4	Involvement 4	You ask <CHILDNAME> about his/her day at school	7 (0.6%)
V4210_5	Involvement 5	You help <CHILDNAME> with his/her homework or when he/she has to prepare something for kindergarten	17 (1.4%)
V4210_6	Involvement 6	You ask <CHILDNAME> what his/her plans are for the coming day	10 (0.8%)
V4210_7	Involvement 7	You talk with <CHILDNAME> about his/her friends	7 (0.6%)
V4210_8	Involvement 8	<CHILDNAME> helps plan a family activity	8 (0.7%)
V4210_9	Involvement 9	You attend a PTA meeting, parent-teacher conference, or some other meeting at <CHILDNAME>'s school or kindergarten	13 (1.1%)
V4210_13	Involvement 10	You accompany <CHILDNAME> to a special activity	35 (2.8%)

Total N = 1237

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .632$)
V4210_1	Involvement 1	4.44	.626	1.00	5.00	-.978	1.78	.332	.607
V4210_2	Involvement 2	4.26	1.10	1.00	5.00	-1.80	2.67	.314	.606
V4210_3	Involvement 3	3.93	.728	1.00	5.00	-.775	1.75	.448	.582
V4210_4	Involvement 4	4.70	.551	1.00	5.00	-1.87	3.97	.279	.615
V4210_5	Involvement 5	4.08	1.09	1.00	5.00	-1.04	.290	.254	.622
V4210_6	Involvement 6	3.89	.946	1.00	5.00	-.783	.623	.263	.616
V4210_7	Involvement 7	4.16	.747	1.00	5.00	-.653	.447	.314	.605
V4210_8	Involvement 8	3.73	.975	1.00	5.00	-.692	.492	.310	.605
V4210_9	Involvement 9	4.78	.611	1.00	5.00	-3.41	13.30	.221	.622
V4210_13	Involvement 13	3.96	1.13	1.00	5.00	-1.14	.736	.373	.589

Sum Index Descriptive Statistics

Involvement Subscale (P1_involv)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1231	3.19	.422	1.50	4.00	-.466	1.59			
Gender								1	.272	.602
Girls	590	3.20	.421	1.80	4.00	-.468	.023			
Boys	641	3.18	.424	1.50	4.00	-.464	.292			
Treatment								3	.564	.639
Control	327	3.18	.402	2.00	4.00	-.263	-.213			
Triple P	301	3.21	.431	1.56	4.00	-.572	-.208			
PATHS	340	3.17	.415	1.50	4.00	-.524	.493			
Combination	263	3.20	.447	1.70	4.00	-.509	.126			
Language								8	14.47	.000
German	806	3.21	.366	1.56	4.00	-.397	.218			
Albanian	75	2.91	.518	1.80	4.00	.282	-.761			

<i>Bos./Cro./ Serb.</i>	90	3.34	.431	2.00	4.00	-1.02	.699
<i>English</i>	24	3.22	.449	2.60	4.00	.059	-1.50
<i>Italian</i>	18	2.91	.634	1.80	4.00	-.224	-.533
<i>Portuguese</i>	77	3.07	.454	1.70	4.00	-.257	.079
<i>Spanish</i>	51	3.21	.575	1.50	4.00	-.614	.081
<i>Tamil</i>	48	3.50	.345	2.70	4.00	-.408	-.548
<i>Turkish</i>	42	2.89	.405	1.80	3.80	-.069	.794

Comments:

- 1) The scale has been constructed by taking the average of the ten variables. The maximum number of missing values allowed was 3. For the purpose of rescaling, 1 has been subtracted from the total scale.
- 2) The results of the ANOVA are highly significant for the language groups ($F(8,1222) = 14.47, p < .001$). ANOVA yielded no significant results for both the gender groups ($F(1,1229) = .272, p > .05$) and the treatment groups ($F(3,1227) = .564, p > .05$).

Correlations *Involvement Subscale* (P1_involv)

with Subscales & DVs	Variable	Full Sample			Girls			Boys		
		r	p ¹	N	r	p ¹	N	r	p ¹	N
	Subscales									
	<i>Positive Parenting</i>	.345	***	1230	.314	***	589	.373	***	641
	<i>Poor Monitoring</i>	-.197	***	1220	-.182	***	584	-.208	***	636
	<i>Inconsistent Discipline</i>	-.122	***	1223	-.077	ns	585	-.161	***	638
	<i>Corporal Punishment</i>	-.089	**	1231	-.046	ns	590	-.121	**	641
	Parent SBQ									
	<i>Aggression</i>	-.088	**	1229	-.013	ns	589	-.144	***	640
	<i>Prosociality</i>	.298	***	1214	.243	***	585	.348	***	629
	Teacher SBQ									
	<i>Aggression</i>	.001	ns	1189	.006	ns	573	.001	ns	616
	<i>Prosociality</i>	.043	ns	1167	.025	ns	561	.050	ns	606
	Child SBQ									
	<i>Aggression</i>	-.022	ns	1206	.006	ns	580	-.042	ns	626
	<i>Prosociality</i>	.050	ns	1206	-.006	ns	580	.087	*	626

¹ *** p < .001, ** p < .01, * p < .05, ns p > .05

Comments : The Parental Involvement subscale is positively correlated with the other positive APQ subscale and negatively correlated with the three negative subscales. The correlations are significant and generally low for the full sample, pointing to good divergent validity (except for the positive parenting subscale). The correlation between the parental involvement and child aggression is very low and significant only when the informant is the parent and only in the full and the boys' sample. The correlation between the Parental Involvement and child prosociality is moderate and significant only when the informant is the parent. Overall, the subscale yields low predictive validity.

Alabama Parenting Questionnaire – Subscale “Positive Parenting”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary	Variable Name	Label	Wording	Missings (%)
	V4210_10	Positive Parenting 1	You let <CHILDNAME> know when he/she is doing a good job with something	6 (0.5%)
	V4210_11	Positive Parenting 2	You reward or give something to <CHILDNAME> for obeying you or behaving well	5 (0.4%)
	V4210_12	Positive Parenting 3	You compliment <CHILDNAME> when he/she does something well	7 (0.6%)
	V4210_14	Positive Parenting 4	You hug or kiss <CHILDNAME> when he/she has done something well	9 (0.7%)
	V4210_15	Positive Parenting 5	You tell <CHILDNAME> that you like it when he/she helps around the house	13 (1.1%)

Total N = 1237

Descriptive Statistics		Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .565$)
		V4210_10	Positive Parenting 1	4.54	.582	2.00	5.00	-.852	.130	.473	.465
		V4210_11	Positive Parenting 2	3.35	1.22	1.00	5.00	-.328	-.715	.287	.577
		V4210_12	Positive Parenting 3	4.57	.643	1.00	5.00	-1.49	2.41	.393	.488
		V4210_14	Positive Parenting 4	4.41	.731	1.00	5.00	-1.37	2.61	.389	.481
		V4210_15	Positive Parenting 5	4.20	.929	1.00	5.00	-1.23	1.49	.250	.556

Sum Index Descriptive Statistics		Positive Parenting Subscale (P1_pospar)							ANOVA		
Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	df	F	p	
Full sample	1230	3.21	.515	1.20	4.00	-.399	.329				
Gender								1	.023	.880	
Girls	589	3.21	.512	1.20	4.00	-.415	-.207				
Boys	641	3.22	.518	1.80	4.00	-.385	-.431				
Treatment								3	.570	.635	
Control	327	3.20	.528	1.60	4.00	-.380	-.384				
Triple P	301	3.23	.531	1.20	4.00	-.503	-.100				
PATHS	339	3.19	.488	1.80	4.00	-.331	-.484				
Combination	263	3.24	.514	1.80	4.00	-.393	-.350				
Language								8	22.05	.000	
German	806	3.11	.492	1.20	4.00	-.220	-.287				
Albanian	75	3.41	.494	2.20	4.00	-.673	-.378				
Bos./Cro./ Serb.	90	3.55	.462	1.80	4.00	-1.74	3.50				
English	24	3.37	.503	2.00	4.00	-.888	.954				
Italian	18	3.52	.495	2.00	4.00	-1.77	4.34				
Portuguese	77	3.43	.343	2.60	4.00	.056	-.646				
Spanish	51	3.21	.477	2.20	4.00	-.247	-.458				
Tamil	48	3.70	.360	2.60	4.00	-1.34	1.71				
Turkish	41	2.98	.634	1.60	4.00	-.297	-.807				

Comments:

- 1) The scale has been constructed by taking the average of the five variables. The maximum number of missing values allowed was 1. For the purpose of rescaling, 1 has been subtracted from the total scale.
- 2) The results of the ANOVA are highly significant for the language groups ($F(8,1221) = 22.05, p < .001$). ANOVA yielded no significant results for both the gender groups ($F(1,1228) = .023, p > .05$) and the treatment groups ($F(3,1226) = .570, p > .05$).

Correlations with Subscales & DVs	Positive Parenting Subscale (P1_pospar)									
	Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Subscales										
	<i>Involvement</i>	.345	***	1230	.314	***	589	.373	***	641
	<i>Poor Monitoring</i>	-.153	***	1219	-.149	***	583	-.159	***	636
	<i>Inconsistent Discipline</i>	-.049	ns	1222	-.066	ns	584	-.034	ns	638
	<i>Corporal Punishment</i>	.160	***	1230	.211	***	589	.124	**	641
Parent SBQ										
	<i>Aggression</i>	-.157	***	1228	-.098	*	588	-.207	***	640
	<i>Prosociality</i>	.271	***	1213	.265	***	584	.286	***	629
Teacher SBQ										
	<i>Aggression</i>	.103	***	1188	.152	***	572	.074	ns	616
	<i>Prosociality</i>	-.008	ns	1166	-.031	ns	560	.009	ns	606
Child SBQ										
	<i>Aggression</i>	-.053	ns	1205	-.036	ns	579	-.069	ns	626
	<i>Prosociality</i>	-.017	ns	1205	-.038	ns	579	-.001	ns	626

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: The Positive Parenting subscale is positively correlated with the other positive APQ subscale and negatively correlated with the two negative subscales. The correlations range from low to moderate though the correlations with the Inconsistent Discipline are insignificant. Positive parenting is also positively correlated with the corporal punishment subscale. Further, relatively moderate correlations with the involvement subscale also cast doubt on the divergent validity of the construct. The correlation between Positive Parenting and child aggression is low and significant only when the informant is the parent or the teacher. However, the direction of the correlation is unexpectedly positive when the informant is the teacher. The correlation between the Positive Parenting and child prosociality is moderate and significant only when the informant is the parent. Overall, the subscale yields low predictive validity.

Alabama Parenting Questionnaire – Subscale “Poor Monitoring”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V4210_16	Poor Monitoring 1	<CHILDNAME> fails to leave a note or to let you know where he/she is going	13 (1.1%)
V4210_17	Poor Monitoring 2	<CHILDNAME> stays out in the evening past the time he/she is supposed to be home	56 (4.5%)
V4210_18	Poor Monitoring 3	<CHILDNAME> is out with friends you don't know	14 (1.1%)
V4210_19	Poor Monitoring 4	<CHILDNAME> goes out without a set time to be home	29 (2.3%)
V4210_20	Poor Monitoring 5	<CHILDNAME> was out after dark without an adult with him/her	7 (0.6%)
V4210_21	Poor Monitoring 6	You are so busy that you forget where <CHILDNAME> is and what he/she is doing	8 (0.7%)
V4210_22	Poor Monitoring 7	You check whether <CHILDNAME> comes home at the time he/she is supposed to	85 (6.9%)
V4210_23	Poor Monitoring 8	You leave your house without telling <CHILDNAME> where you are going	8 (0.7%)
V4210_24	Poor Monitoring 9	<CHILDNAME> comes home from school more than an hour past the time you expected him/her	41 (3.3%)
V4210_25	Poor Monitoring 10	You don't know where <CHILDNAME> is out	14 (1.1%)

Total N = 1237

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .639$)
V4210_16	Poor Monitoring 1	1.24	.590	1.00	5.00	2.90	9.84	.439	.589
V4210_17	Poor Monitoring 2	1.37	.702	1.00	5.00	2.08	4.56	.412	.590
V4210_18	Poor Monitoring 3	1.83	.984	1.00	5.00	.976	.191	.246	.640
V4210_19	Poor Monitoring 4	1.36	.798	1.00	5.00	2.61	6.98	.400	.591
V4210_20	Poor Monitoring 5	1.23	.562	1.00	5.00	2.65	7.02	.396	.599
V4210_21	Poor Monitoring 6	1.19	.518	1.00	5.00	3.32	13.53	.373	.605
V4210_22r	Poor Monitoring 7	1.32	.791	1.00	5.00	3.13	10.20	.168	.648
V4210_23	Poor Monitoring 8	1.14	.552	1.00	5.00	4.84	26.16	.133	.645
V4210_24	Poor Monitoring 9	1.10	.380	1.00	5.00	4.32	21.60	.230	.630
V4210_25	Poor Monitoring 10	1.35	.744	1.00	5.00	2.76	8.89	.375	.598

Comments: The variable V4210_22 has been reverse-scored.

Sum Index Descriptive Statistics

Poor Monitoring Subscale (P1_ctrl)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1220	.314	.331	.000	2.00	1.40	2.15			
Gender								1	14.65	.000
Girls	584	.276	.298	.000	1.80	1.29	1.79			
Boys	636	.349	.355	.000	2.00	1.39	1.95			
Treatment								3	3.09	.026
Control	326	.341	.340	.000	1.80	1.15	1.22			
Triple P	297	.291	.327	.000	2.00	1.72	3.89			
PATHS	338	.339	.346	.000	1.80	1.27	1.42			
Combination	259	.274	.298	.000	1.50	1.58	3.13			

Language								8	14.77	.000
German	797	.377	.347	.000	2.00	1.25	1.67			
Albanian	75	.152	.228	.000	1.11	2.06	4.51			
Bos./Cro./ Serb.	90	.180	.245	.000	1.10	1.55	2.01			
English	23	.146	.328	.000	1.50	3.55	14.07			
Italian	18	.122	.229	.000	.700	1.84	2.08			
Portuguese	77	.135	.208	.000	.800	1.45	1.12			
Spanish	51	.186	.234	.000	.900	1.57	2.26			
Tamil	48	.400	.316	.000	1.40	1.22	1.79			
Turkish	41	.248	.272	.000	1.20	1.29	2.15			

Comments:

1) The scale has been constructed by taking the average of the ten variables. The maximum number of missing values allowed was 3. For the purpose of rescaling, 1 has been subtracted from the total scale.

2) The results of the ANOVA are highly significant for the gender groups ($F(1,1218) = 14.65, p < .001$) and the language groups ($F(8,1211) = 14.77, p < .001$). ANOVA yielded moderately significant results for the treatment groups ($F(3,1216) = 3.09, p < .05$).

Correlations with Subscales & DVs *Poor Monitoring Subscale (P1_ctrl)*

Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Subscales									
<i>Involvement</i>	-.197	***	1220	-.182	***	584	-.208	***	636
<i>Positive Parenting</i>	-.153	***	1219	-.149	***	583	-.159	***	636
<i>Inconsistent Discipline</i>	.215	***	1213	.147	***	579	.260	***	634
<i>Corporal Punishment</i>	.025	ns	1220	.068	ns	584	-.022	ns	636
Parent SBQ									
<i>Aggression</i>	.345	***	1218	.324	***	583	.341	***	635
<i>Prosociality</i>	-.137	***	1204	-.121	**	580	-.120	**	624
Teacher SBQ									
<i>Aggression</i>	.066	*	1178	.077	ns	567	.033	ns	611
<i>Prosociality</i>	-.034	ns	1156	.042	ns	555	-.034	ns	601
Child SBQ									
<i>Aggression</i>	.131	***	1195	.105	*	574	.137	***	621
<i>Prosociality</i>	-.078	**	1195	-.018	ns	574	-.091	*	621

¹ *** p < .001, ** p < .01, * p < .05, ns p > .05

Comments : The Poor Monitoring subscale is positively correlated with the other two negative APQ subscales and negatively correlated with the two positive subscales. The correlations are low and significant, except for the corporal punishment subscale. Overall, the scale yields moderate convergent and divergent validity. Among all the measures of child aggression and prosociality, parent-reported measures show the highest and strongest correlations with Poor Monitoring. Overall, the subscale yields low predictive validity.

Alabama Parenting Questionnaire – Subscale “Inconsistent Discipline”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V4210_26	Inconsistent Discipline 1	You threaten to punish <CHILDNAME> and then don't actually punish him/her	11 (0.9%)
V4210_27	Inconsistent Discipline 2	<CHILDNAME> talks to you out of being punished after he/she has done something wrong	35 (2.8%)
V4210_28	Inconsistent Discipline 3	You feel that getting <CHILDNAME> to obey you is more trouble than it's worth	10 (0.8%)
V4210_29	Inconsistent Discipline 4	You let <CHILDNAME> out of a punishment early, like you lift restrictions earlier than you originally said (E.g., he/she is allowed to watch TV again earlier than originally said)	59 (4.8%)
V4210_30	Inconsistent Discipline 5	You don't punish <CHILDNAME> when he/she does something wrong	23 (1.9%)
V4210_31	Inconsistent Discipline 6	You give <CHILDNAME> a more severe punishment than usual because you are in a bad mood	20 (1.6%)

Total N = 1237

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .527$)
V4210_26	Inconsistent Discipline 1	2.29	.994	1.00	5.00	.265	-.513	.414	.410
V4210_27	Inconsistent Discipline 2	2.34	1.04	1.00	5.00	.270	-.556	.388	.420
V4210_28	Inconsistent Discipline 3	1.88	.962	1.00	5.00	.821	-.103	.229	.502
V4210_29	Inconsistent Discipline 4	2.50	1.03	1.00	5.00	-.023	-.642	.402	.413
V4210_30	Inconsistent Discipline 5	2.52	1.05	1.00	5.00	.317	-.243	.089	.569
V4210_31	Inconsistent Discipline 6	1.94	.931	1.00	5.00	.391	-1.10	.151	.536

Sum Index Descriptive Statistics

Inconsistent Discipline Subscale (P1_erratic)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1224	1.24	.546	.000	3.00	.030	-.317			
Gender								1	3.18	.075
Girls	586	1.21	.538	.000	3.00	.136	-.302			
Boys	638	1.27	.553	.000	3.00	-.067	-.293			
Treatment								3	.079	.971
Control	326	1.23	.538	.000	3.00	-.098	-.356			
Triple P	300	1.25	.534	.000	2.83	.183	-.232			
PATHS	339	1.24	.546	.000	3.00	.007	-.149			
Combination	259	1.24	.574	.000	2.83	.047	-.545			
Language								8	.855	.554
German	800	1.24	.522	.000	3.00	.006	-.302			
Albanian	75	1.14	.578	.000	2.40	.121	-.723			
Bos./Cro./ Serb.	90	1.30	.608	.000	2.50	-.106	-.810			
English	24	1.21	.531	.000	2.50	.106	1.05			
Italian	18	1.43	.476	.670	2.50	.388	.199			
Portuguese	76	1.24	.632	.000	2.83	.001	-.307			

Spanish	51	1.22	.680	.000	3.00	.357	-.220
Tamil	48	1.26	.469	.330	2.17	.008	-.640
Turkish	42	1.33	.578	.000	2.67	.013	-.209

Comments:

- 1) The scale has been constructed by taking the average of the six variables. The maximum number of missing values allowed was 2. For the purpose of rescaling, 1 has been subtracted from the total scale.
- 2) ANOVA yielded no significant results for the gender groups ($F(1,1222) = 3.18, p > .05$), the treatment groups ($F(3,1220) = .079, p > .05$) and the language groups ($F(8,1215) = .855, p > .05$).

Correlations with Subscales & DVs *Inconsistent Discipline Subscale (P1_erratic)*

Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
<i>Subscales</i>									
<i>Involvement</i>	-.122	***	1223	-.077	ns	585	-.161	***	638
<i>Positive Parenting</i>	-.049	ns	1222	-.066	ns	584	-.034	ns	638
<i>Poor Monitoring</i>	.215	***	1213	.147	***	579	.260	***	634
<i>Corporal Punishment</i>	.197	***	1223	.150	***	585	.226	***	638
<i>Parent SBQ</i>									
<i>Aggression</i>	.279	***	1221	.244	***	584	.298	***	637
<i>Prosociality</i>	-.154	***	1206	-.152	***	580	-.144	***	626
<i>Teacher SBQ</i>									
<i>Aggression</i>	.079	**	1182	.045	ns	569	.091	*	613
<i>Prosociality</i>	-.042	ns	1160	-.059	ns	557	-.007	ns	603
<i>Child SBQ</i>									
<i>Aggression</i>	.047	ns	1199	.021	ns	576	.061	ns	623
<i>Prosociality</i>	-.008	ns	1199	.058	ns	576	-.042	ns	623

¹ *** p < .001, ** p < .01, * p < .05, ns p > .05

Comments: The Inconsistent Discipline subscale is positively correlated with the other negative APQ subscales and negatively correlated with the two positive subscales. The correlations are generally low and highly significant, except for positive parenting. Among all the measures of child aggression and prosociality, parent-reported measures generally show the highest and strongest correlations with Inconsistent Discipline. Overall, the subscale yields low predictive validity.

Alabama Parenting Questionnaire – Subscale “Corporal Punishment”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V4210_32	Corporal Punishment 1	You spank <CHILDNAME> with your hand when he/she has done something wrong	8 (0.7%)
V4210_33	Corporal Punishment 2	You slap <CHILDNAME> when he/she has done something wrong	7 (0.6%)
V4210_34	Corporal Punishment 3	Hit <CHILDNAME> with a belt, switch, or other object when he/she has done something wrong	6 (0.5%)

Total N = 1237

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	Item-Scale Correlation	α If Item Removed ($\alpha = .531$)
V4210_32	Corporal Punishment 1	1.82	.856	1.00	5.00	.565	-.749	.387	.396
V4210_33	Corporal Punishment 2	1.44	.715	1.00	5.00	1.49	1.57	.420	.295
V4210_34	Corporal Punishment 3	1.09	.382	1.00	4.00	4.29	18.22	.316	.529

Sum Index Descriptive Statistics

Corporal Punishment Subscale (P1_corporal)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1231	.453	.489	.000	2.67	1.21	1.38			
Gender								1	16.28	.000
Girls	590	.395	.441	.000	2.00	1.22	1.37			
Boys	641	.507	.524	.000	2.67	1.14	1.11			
Treatment								3	1.85	.136
Control	327	.430	.482	.000	2.33	1.26	1.33			
Triple P	301	.460	.491	.000	2.67	1.17	1.45			
PATHS	340	.426	.498	.000	2.67	1.49	2.34			
Combination	263	.511	.481	.000	2.00	.888	.442			
Language								8	40.33	.000
German	806	.323	.362	.000	1.67	1.10	.874			
Albanian	75	.656	.554	.000	2.00	.346	-.904			
Bos./Cro./ Serb.	90	.611	.594	.000	2.00	.879	-.028			
English	24	.611	.488	.000	1.33	.223	-1.18			
Italian	18	.815	.563	.000	2.00	.108	-.475			
Portuguese	77	.667	.468	.000	2.67	1.14	3.17			
Spanish	51	.477	.574	.000	2.33	1.27	1.33			
Tamil	48	1.31	.622	.000	2.67	-.038	-.694			
Turkish	42	.611	.510	.000	1.33	.209	-1.35			

Comments:

1) The scale has been constructed by taking the average of all the three variables. The maximum number of missing values allowed was 1. For the purpose of rescaling, 1 has been subtracted from the total scale.

2) The results of the ANOVA are highly significant for the gender groups ($F(1,1229) = 16.28, p < .001$) and the language groups ($F(8,1222) = 40.33, p < .001$). ANOVA yielded no significant results for the treatment groups ($F(3,1227) = 1.85, p > .05$).

Correlations with Subscales & DVs	Corporal Punishment Subscale (P1_corporal)									
	Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Subscales										
	<i>Involvement</i>	-.089	**	1231	-.046	ns	590	-.121	**	641
	<i>Positive Parenting</i>	.160	***	1230	.211	***	589	.124	**	641
	<i>Poor Monitoring</i>	.025	ns	1220	.068	ns	584	-.022	ns	636
	<i>Inconsistent Discipline</i>	.197	***	1223	.150	***	585	.226	***	638
Parent SBQ										
	<i>Aggression</i>	.066	*	1229	-.006	ns	589	.084	*	640
	<i>Prosociality</i>	-.062	*	1214	-.057	ns	585	-.035	ns	629
Teacher SBQ										
	<i>Aggression</i>	.137	***	1189	.102	*	573	.130	**	616
	<i>Prosociality</i>	-.034	ns	1167	.021	ns	561	-.015	ns	606
Child SBQ										
	<i>Aggression</i>	-.062	*	1206	-.126	**	580	-.030	ns	626
	<i>Prosociality</i>	-.105	***	1206	-.105	*	580	-.080	*	626

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: The correlations of the Corporal Punishment subscale with the other APQ subscales are all in the expected direction, except for positive parenting. The correlations are generally low and significant, except for poor monitoring. The correlation between Corporal Punishment and child aggression is generally very low but significant, irrespective of the type of the informant, though the correlations are stronger and higher for the teacher-assessed measures. Child-assessed measures of aggression show unexpectedly negative association with Corporal Punishment. Among all the measures of child prosociality, child-assessed measures generally show the highest –yet still very low- and strongest correlations with Corporal Punishment. Overall, the subscale yields low predictive validity.

Alabama Parenting Questionnaire – Subscale “Other Discipline”

- Variable Values**
- 5-point Likert scale
 - 1- never
 - 2- almost never
 - 3- sometimes
 - 4- often
 - 5- always

 - 7- Does not apply (*MISSING*)
 - 8- Don't know/ Can't remember (*MISSING*)
 - 9- No answer/ Answer refused (*MISSING*)

Variable Wording & Case Summary

Variable Name	Label	Wording	Missings (%)
V4210_35	Other Discipline 1	You take away privileges or money from <CHILDNAME> as a punishment	12 (1.0%)
V4210_36	Other Discipline 2	You send <CHILDNAME> to his/her room as a punishment	11 (0.9%)
V4210_37	Other Discipline 3	You yell or scream at <CHILDNAME> when he/she had done something wrong	7 (0.6%)
V4210_38	Other Discipline 4	Calmly explain to <CHILDNAME> why his/her behaviour was wrong when he/she misbehaves	9 (0.7%)
V4210_39	Other Discipline 5	Use time out, that is make him/her sit or stand in a corner, as a punishment	10 (0.8%)
V4210_40	Other Discipline 6	You give extra <CHILDNAME> extra chores as a punishment	11 (0.9%)

Total N = 1237

Descriptive Statistics

Variable Name	Label	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis
V4210_35	Other Discipline 1	2.61	1.05	1.00	5.00	-.081	-.581
V4210_36	Other Discipline 2	2.56	.996	1.00	5.00	-.103	-.496
V4210_37	Other Discipline 3	2.81	.806	1.00	5.00	-.124	.673
V4210_38	Other Discipline 4	4.05	.779	1.00	5.00	-.554	.347
V4210_39	Other Discipline 5	1.46	.857	1.00	5.00	1.69	1.72
V4210_40	Other Discipline 6	1.69	.973	1.00	5.00	1.12	.109

Sum Index Descriptive Statistics

Other Discipline: (V4210_35)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1225	2.61	1.05	1.00	5.00	-.081	-.581			
Gender								1	19.13	.000
Girls	587	2.48	1.06	1.00	5.00	.035	-.711			
Boys	638	2.74	1.03	1.00	5.00	-.180	-.377			
Treatment								3	.708	.547
Control	326	2.68	1.03	1.00	5.00	-.112	-.372			
Triple P	300	2.57	1.07	1.00	5.00	-.085	-.682			
PATHS	338	2.58	1.02	1.00	5.00	-.057	-.496			
Combination	261	2.62	1.10	1.00	5.00	-.065	-.760			
Language								8	4.74	.000
German	801	2.64	.982	1.00	5.00	-.171	-.493			
Albanian	74	2.74	1.26	1.00	5.00	.166	-.711			
Bos./Cro./ Serb.	90	2.80	1.06	1.00	5.00	-.451	-.326			
English	24	2.00	1.29	1.00	4.00	.670	-1.41			
Italian	18	2.11	1.18	1.00	5.00	.722	.082			
Portuguese	77	2.43	1.24	1.00	5.00	.317	-.840			
Spanish	51	3.06	1.10	1.00	5.00	-.027	-.261			
Tamil	48	2.23	.994	1.00	4.00	-.215	-1.55			
Turkish	42	2.36	.983	1.00	4.00	-.468	-1.34			

Comments: The results of the ANOVA are highly significant for the gender groups ($F(1,1223) = 19.13, p < .001$) and the language groups ($F(8,1216) = 4.74, p < .001$). ANOVA yielded no significant results for the treatment groups ($F(3,1221) = .708, p > .05$).

Correlations with Subscales & DVs *Other Discipline: (V4210_35)*

Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Subscales									
<i>Involvement</i>	.010	ns	1225	-.032	ns	587	.053	ns	638
<i>Positive Parenting</i>	.109	***	1224	.075	ns	586	.142	***	638
<i>Poor Monitoring</i>	.034	ns	1215	.013	ns	581	.027	ns	634
<i>Inconsistent Discipline</i>	.108	***	1220	.120	**	583	.087	*	637
<i>Corporal Punishment</i>	.078	**	1225	.069	ns	587	.062	ns	638
Parent SBQ									
<i>Aggression</i>	.096	***	1223	.076	ns	586	.081	*	637
<i>Prosociality</i>	.006	ns	1208	-.021	ns	582	.069	ns	626
Teacher SBQ									
<i>Aggression</i>	.142	***	1183	.157	***	570	.101	*	613
<i>Prosociality</i>	-.072	*	1161	-.054	ns	558	-.024	ns	603
Child SBQ									
<i>Aggression</i>	.045	ns	1200	.001	ns	577	.066	ns	623
<i>Prosociality</i>	-.037	ns	1200	-.003	ns	577	-.030	ns	623

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: This single item is significantly and positively correlated with the three APQ subscales (Positive Parenting, Inconsistent Discipline, and Corporal Punishment). The correlations between this item and child aggression is very low and significant only when the informant is the parent or the teacher. The item is not correlated with the child prosociality.

Sum Index Descriptive Statistics *Other Discipline: (V4210_36)*

Group	N	Mean	Standard Deviation	Min.	Max.	Skew-ness	Kurtosis	ANOVA		
								df	F	p
Full sample	1226	2.56	.996	1	5	-.103	-.496			
Gender										
<i>Girls</i>	587	2.47	1.01	1	5	-.022	-.585	1	7.97	.005
<i>Boys</i>	639	2.63	.975	1	5	-.171	-.370			
Treatment										
<i>Control</i>	325	2.57	.942	1	5	-.290	-.533	3	1.04	.374
<i>Triple P</i>	300	2.48	.990	1	5	-.026	-.432			
<i>PATHS</i>	340	2.62	.978	1	5	-.170	-.409			
<i>Combination</i>	261	2.54	1.09	1	5	.058	-.619			
Language										
<i>German</i>	801	2.63	.907	1	5	-.214	-.191	8	7.09	.000
<i>Albanian</i>	75	2.25	1.13	1	5	.408	-.777			
<i>Bos./Cro./Serb.</i>	90	2.63	1.07	1	5	-.129	-.541			
<i>English</i>	24	2.29	1.12	1	4	-.031	-.154			
<i>Italian</i>	18	2.72	1.36	1	5	.097	-.103			
<i>Portuguese</i>	77	1.86	.969	1	4	.561	-1.16			
<i>Spanish</i>	51	2.76	1.23	1	5	-.071	-.805			
<i>Tamil</i>	48	2.58	1.11	1	5	.025	-.197			
<i>Turkish</i>	42	2.60	1.01	1	5	-.420	-.267			

Comments: The results of the ANOVA are highly significant for the gender groups ($F(1,1224) = 7.97, p < .01$) and the language groups ($F(8,1217) = 7.09, p < .001$). ANOVA yielded no significant results for the treatment groups ($F(3,1222) = 1.04, p > .05$).

Correlations with Subscales & DVs *Other Discipline: (V4210_36)*

Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Subscales									
<i>Involvement</i>	.056	ns	1226	.054	ns	587	.060	ns	639
<i>Positive Parenting</i>	.040	ns	1225	.030	ns	586	.050	ns	639
<i>Poor Monitoring</i>	.115	***	1216	.157	***	581	.070	ns	635
<i>Inconsistent Discipline</i>	.132	***	1222	.144	***	585	.114	**	637
<i>Corporal Punishment</i>	.129	***	1226	.138	***	587	.110	**	639
Parent SBQ									

Aggression	.182	***	1225	.199	***	586	.152	***	639
Prosociality	-.009	ns	1210	-.037	ns	582	.040	ns	628
Teacher SBQ									
Aggression	.090	**	1184	.084	*	570	.075	ns	614
Prosociality	-.029	ns	1162	-.055	ns	558	.037	ns	604
Child SBQ									
Aggression	.045	ns	1201	.024	ns	577	.054	ns	624
Prosociality	-.029	ns	1201	-.036	ns	577	-.005	ns	624

1 *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: This item is positively and significantly correlated with the three negative APQ subscales (Poor Monitoring, Inconsistent Discipline, and Corporal Punishment). The correlations between this item and child aggression is very low and significant only when the informant is the parent or the teacher. The item is not correlated with child prosociality.

Sum Index Descriptive Statistics

Other Discipline: (V4210_37)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1230	2.81	.806	1	5	-.124	.673			
Gender								1	3.94	.047
Girls	589	2.76	.792	1	5	-.287	.548			
Boys	641	2.85	.817	1	5	.003	.732			
Treatment								3	2.40	.066
Control	326	2.86	.809	1	5	-.164	.914			
Triple P	301	2.72	.850	1	5	-.111	.429			
PATHS	340	2.86	.738	1	5	.003	.520			
Combination	263	2.78	.828	1	5	-.129	.756			
Language								8	7.04	.000
German	806	2.70	.753	1	5	-.204	.327			
Albanian	75	3.04	1.03	1	5	-.006	.206			
Bos./Cro./Serb.	90	3.11	.678	1	5	-.138	3.31			
English	24	3.00	.659	1	4	-.993	3.14			
Italian	18	3.44	1.04	1	5	-.361	.547			
Portuguese	77	3.00	.874	1	5	-.243	.643			
Spanish	51	2.92	1.02	1	5	-.194	.083			
Tamil	47	2.96	.779	1	5	-.213	2.64			
Turkish	42	2.86	.718	1	4	-1.44	2.66			

Comments: The results of the ANOVA are moderately significant for the gender groups ($F(1,1228) = 3.94, p < .05$) and highly significant for the language groups ($F(8,1221) = 7.04, p < .001$). ANOVA yielded no significant results for the treatment groups ($F(3,1226) = 2.40, p > .05$).

Correlations with Subscales & DVs

Other Discipline: (V4210_37)

Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Involvement	-.061	*	1230	-.013	ns	589	-.102	*	641
Positive Parenting	.083	**	1229	.064	ns	588	.101	*	641
Poor Monitoring	.062	*	1219	.016	ns	583	.087	*	636
Inconsistent Discipline	.287	***	1222	.294	***	584	.278	***	638
Corporal Punishment	.336	***	1230	.331	***	589	.334	***	641
Parent SBQ									
Aggression	.178	***	1228	.141	***	588	.195	***	640
Prosociality	-.075	**	1213	-.067	ns	584	-.068	ns	629
Teacher SBQ									
Aggression	.067	*	1188	.014	ns	572	.087	*	616
Prosociality	-.032	ns	1166	.023	ns	560	-.043	ns	606
Child SBQ									
Aggression	.024	ns	1205	.039	ns	579	.004	ns	626
Prosociality	-.019	ns	1205	-.050	ns	579	.018	ns	626

1 *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments:

**Sum Index
Descriptive
Statistics**

Other Discipline: (V4210_38)

Group	N	Mean	Standard Deviation	Min.	Max.	Skew- ness	Kurtosis	ANOVA		
								df	F	p
Full sample	1228	4.05	.779	1	5	-.554	.347			
Gender								1	6.32	.012
Girls	590	4.11	.747	1	5	-.448	-.046			
Boys	638	4.00	.804	1	5	-.612	.537			
Treatment								3	1.83	.140
Control	327	4.01	.814	1	5	-.641	.598			
Triple P	300	4.04	.796	1	5	-.512	.201			
PATHS	338	4.02	.741	1	5	-.430	.199			
Combination	263	4.15	.760	1	5	-.624	.331			
Language								8	14.86	.000
German	803	3.90	.693	1	5	-.430	.786			
Albanian	75	4.45	.977	1	5	-1.74	2.54			
Bos./Cro./ Serb.	90	4.24	.783	3	5	-.463	-1.22			
English	24	4.08	.830	3	5	-.164	-1.53			
Italian	18	4.17	.786	3	5	-.318	-1.24			
Portuguese	77	4.62	.689	2	5	-1.82	2.71			
Spanish	51	4.08	.977	1	5	-1.10	1.02			
Tamil	48	4.42	.679	3	5	-.749	-.519			
Turkish	42	4.19	.943	1	5	-1.13	1.42			

Comments: The results of the ANOVA are moderately significant for the gender groups ($F(1,1226) = 6.32, p < .05$) and highly significant for the language groups ($F(8,1219) = 14.86, p < .001$). ANOVA yielded no significant results for the treatment groups ($F(3,1224) = 1.83, p > .05$).

**Correlations
with
Subscales &
DVs**

Other Discipline: (V4210_38)

Variable	r	Full Sample			r	Girls			r	Boys	
		p ¹	N			p ¹	N	p ¹		N	
Subscales											
Involvement	.169	***	1227		.166	***	589	.171	***	638	
Positive Parenting	.238	***	1226		.207	***	588	.267	***	638	
Poor Monitoring	-.197	***	1216		-.201	***	583	-.184	***	633	
Inconsistent Discipline	-.208	***	1221		-.230	***	585	-.185	***	636	
Corporal Punishment	-.042	ns	1227		-.019	ns	589	-.044	ns	638	
Parent SBQ											
Aggression	-.238	***	1225		-.226	***	588	-.233	***	637	
Prosociality	.185	***	1210		.199	***	584	.158	***	626	
Teacher SBQ											
Aggression	.012	ns	1186		.103	*	573	-.024	ns	613	
Prosociality	.003	ns	1164		-.021	ns	561	-.019	ns	603	
Child SBQ											
Aggression	-.069	*	1203		-.038	ns	580	-.084	*	623	
Prosociality	-.026	ns	1203		-.086	*	580	-.004	ns	623	

¹ *** $p < .001$, ** $p < .01$, * $p < .05$, ns $p > .05$

Comments: This item is positively correlated with the two positive APQ subscales and negatively correlated with the negative subscales. The correlations are low and significant, except for the corporal punishment. Parent-reported child aggression yields the highest and the strongest correlations with the expected sign. The item is also significantly correlated with the child prosociality but only when the informant is the parent.

**Sum Index
Descriptive
Statistics**

Other Discipline: (V4210_39)

Group	N	Mean	Standard Deviation	Min.	Max.	Skew- ness	Kurtosis	ANOVA		
								df	F	p
Full sample	1227	1.46	.857	1	5	1.69	1.72			
Gender								1	4.38	.037
Girls	589	1.40	.812	1	5	1.80	1.96			
Boys	638	1.50	.894	1	5	1.59	1.48			
Treatment								3	.880	.451
Control	326	1.41	.782	1	4	1.66	1.34			
Triple P	300	1.42	.816	1	4	1.64	1.21			
PATHS	339	1.50	.934	1	5	1.77	2.19			
Combination	262	1.49	.887	1	5	1.55	1.16			

Language								8	14.66	.000
German	803	1.45	.844	1	5	1.69	1.69			
Albanian	75	1.41	.773	1	3	1.47	.354			
Bos./Cro./ Serb.	90	1.32	.776	1	4	2.16	3.21			
English	24	1.96	1.20	1	5	.916	-.075			
Italian	18	2.06	1.26	1	5	.879	-.122			
Portuguese	77	1.19	.514	1	3	2.66	6.16			
Spanish	51	1.08	.392	1	3	4.89	22.83			
Tamil	47	2.47	1.08	1	5	-.184	-.838			
Turkish	42	1.14	.521	1	3	3.45	10.42			

Comments: The results of the ANOVA are moderately significant for the gender groups ($F(1,1225) = 4.38, p < .05$) and highly significant for the language groups ($F(8,1218) = 14.66, p < .001$). ANOVA yielded no significant results for the treatment groups ($F(3,1223) = .880, p > .05$).

Correlations with Subscales & DVs

Other Discipline: (V4210_39)

Variable	Full Sample			Girls			Boys		
	r	p ¹	N	r	p ¹	N	r	p ¹	N
Subscales									
Involvement	.065	*	1227	.137	***	589	.007	ns	638
Positive Parenting	.053	ns	1226	.121	**	588	-.004	ns	638
Poor Monitoring	.061	*	1217	.030	ns	583	.072	ns	634
Inconsistent Discipline	.092	**	1220	.037	ns	584	.132	***	636
Corporal Punishment	.153	***	1227	.128	**	589	.160	***	638
Parent SBQ									
Aggression	.151	***	1225	.140	***	588	.146	***	637
Prosociality	.011	ns	1210	.051	ns	584	.001	ns	626
Teacher SBQ									
Aggression	.035	ns	1185	.048	ns	572	.009	ns	613
Prosociality	-.047	ns	1163	-.008	ns	560	-.045	ns	603
Child SBQ									
Aggression	-.009	ns	1202	.013	ns	579	-.035	ns	623
Prosociality	-.081	**	1202	-.076	ns	579	-.071	ns	623

¹ *** p < .001, ** p < .01, * p < .05, ns p > .05

Comments: This item is positively correlated with all the other negative and positive APQ subscales. The correlations are low and significant except for the positive parenting. Among all the measures of child aggression, this item displays positive and significant correlation (though low) only with the parent measures. Overall, this item is not significantly associated with any of the measures of child prosociality.

Sum Index Descriptive Statistics

Other Discipline: (V4210_40)

Group	N	Mean	Standard Deviation	Min.	Max.	Skewness	Kurtosis	ANOVA		
								df	F	p
Full sample	1226	1.69	.973	1	5	1.12	.109			
Gender								1	10.26	.001
Girls	588	1.60	.923	1	5	1.31	.586			
Boys	638	1.77	1.01	1	5	.971	-.218			
Treatment								3	1.57	.195
Control	326	1.79	1.04	1	5	1.00	-.114			
Triple P	300	1.67	.964	1	5	1.17	.265			
PATHS	339	1.65	.922	1	4	1.08	-.200			
Combination	261	1.64	.958	1	5	1.26	.519			
Language								8	1.90	.056
German	802	1.66	.923	1	5	1.09	-.017			
Albanian	75	1.63	.941	1	4	1.02	-.598			
Bos./Cro./ Serb.	90	1.82	1.13	1	5	1.03	-.293			
English	24	1.75	1.03	1	4	.809	-1.07			
Italian	18	1.44	.856	1	4	2.10	4.10			
Portuguese	76	1.62	1.14	1	5	1.74	1.85			
Spanish	51	1.69	1.03	1	5	1.36	1.07			
Tamil	48	2.15	1.05	1	4	.155	-1.43			
Turkish	42	1.74	1.04	1	5	1.11	.458			

Comments: The results of the ANOVA are highly significant for the gender groups ($F(1,1224) = 10.26, p < .001$). ANOVA yielded no significant results for the treatment groups ($F(3,1222) = 1.57, p > .05$) and for the language groups ($F(8,1217) = 1.90, p > .05$).

Correlations with Subscales & DVs *Other Discipline: (V4210_40)*

Variable	r	Full Sample p ¹	N	r	Girls p ¹	N	r	Boys p ¹	N
Subscales									
<i>Involvement</i>	.015	ns	1225	.081	*	587	-.037	ns	638
<i>Positive Parenting</i>	.091	**	1224	.136	***	566	.054	ns	638
<i>Poor Monitoring</i>	.123	***	1215	.080	ns	581	.139	***	634
<i>Inconsistent Discipline</i>	.166	***	1222	.110	**	585	.206	***	637
<i>Corporal Punishment</i>	.149	***	1225	.162	***	587	.125	**	638
Parent SBQ									
<i>Aggression</i>	.083	**	1223	.076	ns	586	.066	ns	637
<i>Prosociality</i>	.003	ns	1208	.050	ns	582	-.005	ns	626
Teacher SBQ									
<i>Aggression</i>	.069	*	1184	.051	ns	571	.055	ns	613
<i>Prosociality</i>	-.041	ns	1162	-.051	ns	559	.013	ns	603
Child SBQ									
<i>Aggression</i>	.006	ns	1201	-.062	ns	578	.046	ns	623
<i>Prosociality</i>	-.036	ns	1201	-.034	ns	578	-.015	ns	623

¹ *** p<.001, ** p<.01, * p<.05, ns p>.05

Comments: This item is positively correlated with all the other negative and positive APQ subscales. The correlations are low and significant except for the parental involvement. Among all the measures of child aggression, this item displays positive and significant correlation (though low) only with the parent and teacher measures and only in the full sample. Overall, this item is not significantly associated with any of the measures of child prosociality.